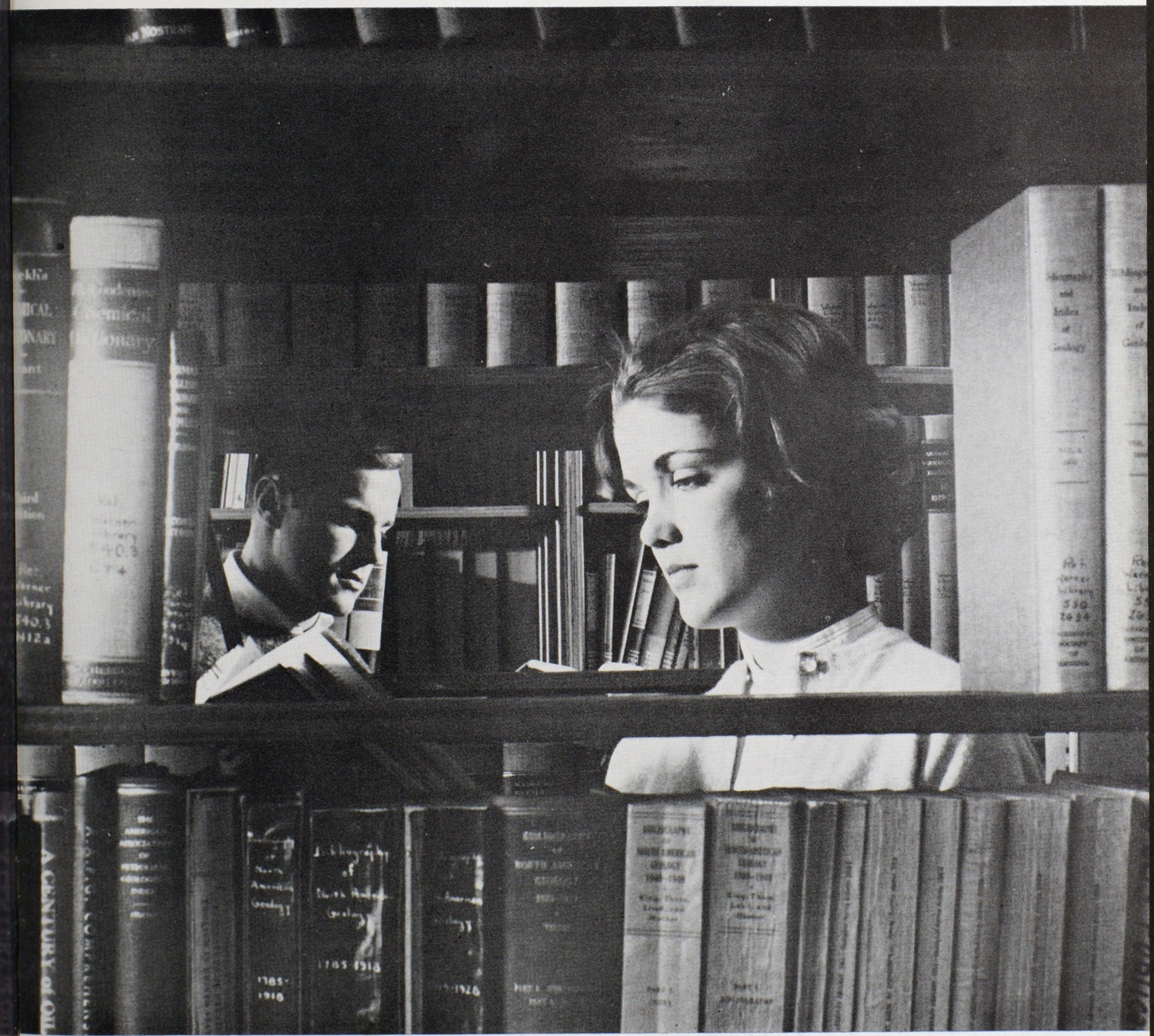
MIDDLEBURY COLLEGE

Your Family and Middlebury

Spring 1961

SENT BY THE COLLEGE TO MIDDLEBURY PARENTS AND FRIENDS



In this issue Today's Undergraduate *See page 5*

News of the COLLEGE

Student Wins Cardiology Grant . . .

A GRANT from the Vermont Heart Association has been awarded to Middlebury College for work which will be done by an undergraduate biology major.

Most research grants go to faculty members or graduate students. But the competence of William H. Maxwell, '61, in vacation-time work at the Maine Medical Center brought a recommendation that facilities be made available for him to continue his research in cardiology at Middlebury.

At the suggestion of Maine's Dr. Clifford V. Nelson, the Vermont Heart Association has for the first time given money for research to be done outside the College of Medicine at the University of Vermont.

With the $1500 grant, some equipment has been purchased. A special camera used in the project is being loaned by the UVM Medical School through the assistance of Dr. Ferdinand Sichel.

The project is one which will add to basic knowledge of heart action. Maxwell will work with laboratory animals, but his findings will be of value in the treatment of humans.

To Maxwell himself the project will serve a double purpose. As a pre-medical student, he will gain invaluable knowledge and experience. And as a college senior, the research constitutes his honors project of individual work in biology.

"I am practically living in the lab," says Maxwell, "but I don't mind. I'm learning a great deal, and I am learning which things I don't know well enough.

"Take math for instance. Last summer in the Maine lab I found the practical application for math principles I had thought purely theoretical. Now, besides my experiments in this research, I am studying more math."

In terms of motivation and inspiration, Maxwell urges more students to undertake, in vacations, such practical work as led to his research project.

"School has infinitely greater meaning after such an experience," he said.

Supervising Maxwell's work, as adviser on his senior honors project, is Dr. William B. Rowan of the College's Biology Department. Dr. Harold B. Hitchcock, head of the Department, serves as coordinator between the Vermont Heart Association, the College, the Maine Medical Center, and the School of Medicine in Burlington.

The work, in its addition to knowledge of heart action, is of potential importance to all. And, says Mr. Barney Hantunen, executive director of the Vermont Heart Association, this project may stimulate research programs or personnel in similar settings in the future.

Parents Fund Approaches Goal . . .

THE 1960–61 Parents Fund totaled $20,435.75 as this issue of *Your Family and Middlebury* goes to press. Since this time last year the Parents Fund had reached the $20,041.38 mark, it would seem likely that the 1960–61 Parents Fund will exceed last year's final of $22,741. 38.

Gifts and pledges to the Library Program via the Parents Fund now exceed $139,000 representing almost 11% of the $1,273,000 raised for the Middlebury Library Program from all sources. The $1,350,000 Library Program is scheduled to end on June 30th of this year. All pledge payments by parents, however, on Library Shares will be credited to the Parents Fund for the year in which payments are made.

Women's Forum Notes Anniversary . . .

THE Women's Forum of the College is celebrating its silver anniversary this spring. In its quarter of a century of existence it has been an important contributor to the community life of Middlebury. Nearly seven thousand Forum members have played "big-sister roles" in the lives of Middlebury children through the projects of Forum. These have been handled principally through the program of the Community House.

There has been hardly a town project for children in which Forum volunteers have not been a mainstay through the years. In some they assist. Most they originate as independent programs.

They have worked in weekly meetings of Girl Scouts and Brownies. They have given free music lessons, dancing lessons, skating lessons; taught arts and crafts to boys and girls.

Holidays would not have been the same without their Halloween fun, Christmas parties, bulging Thanksgiving baskets, gift boxes for shut-ins, tray favors for Porter Hospital patients.

WILLIAM HAZELETT UPSON, Chairman of the Middlebury College Parents Fund Committee, author and writer of more than 100 *Saturday Evening Post* stories—the best known among these being the series about Alexander Botts, the fabulous salesman for the Earthworm Tractor Company—is the author of a recently published book called *The Best of Botts*. Mrs. Upson, a member of the Class of 1915, is the daughter of Charles Baker Wright for whom the College's theatre is named. For many years Professor Wright was a beloved member of the College's Faculty.

Your Family and Middlebury

Vol. 5, No. 3 — GEORGE H. HUBAN, *Editor* — Spring 1961

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The Cover: The subject of a number of pages of this issue is devoted to the "Middlebury Undergraduate". We are also carrying 16 pages of a special study of the American College Student prepared as a cooperative enterprise, by and for the members of the American Alumni Council.

Pictured on our cover are: Gilbert E. Owren, '62, Fort Wayne, Indiana, and Mary E. Leslie, '63, Ramsey, N.J.

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from the DEANS

Dean of Men . . .

At this time of year freshmen are most concerned academically with the choice of a discipline in which to major during their remaining three years.

The Middlebury College Catalog states:

Before the end of his second semester each student, in consultation with a faculty adviser, determines upon a Field of Planned Study to be pursued through the remainder of his course. A Field of Planned Study is a group of courses so planned as to form an integrated and coherent whole, attention being paid to the advantageous sequence of courses within a department and to the coordination of courses in different departments. As a rule each Field of Planned Study centers around some one department which sponsors the plan, the courses in the Department being designated the major, those in other departments being called cognate courses. . . .

The Faculty advisers will act as consultants in the selection of a Field of Planned Study. When one has been definitely chosen, a permanent adviser for the remainder of the college course is assigned to the student by and from the Department sponsoring the plan chosen.

This means that when freshmen sign up for their courses this spring for next semester they must also choose a major or a Field of Planned Study which they will follow throughout the rest of their career in college. This Field of Planned Study does not necessarily cover all the courses which they will take in the next three years but it sets up a minimum number of courses, usually in one department, which must be completed by the end of the student's senior year. The Catalog also provides that a student may change his major at anytime prior to the beginning of his junior year.

I am frequently faced with *(Please turn to page 30)*

Dean of Women . . .

Women students in a Liberal Arts College frequently ask "What can we *do* with a liberal arts education if we cannot afford to continue studying after four years of undergraduate work?" Some parents are also interested in this, particularly if there are other children in the family to be educated. Of course there are many fellowships which will make it possible financially for a girl to go on studying for an advanced degree. There are several girls in the present graduating class who will be studying for the Master of Arts in Teaching. They will be working on an internship plan or on a straight fellowship, in one of the large universities. They may also be assistants in departments where they will be paid a salary or receive remuneration in the form of room and board and/or tuition.

For those who are not planning to study for an advanced degree there are a variety of positions open to them. Approximately 20 of the senior women will go directly into teaching. Many of these girls have completed the Teacher Training Program at Middlebury and are certified in many states. One girl will be teaching dependents in Germany and another will teach in the American School in Beirut.

Two mathematics majors have their positions with a company that manufactures computers, two others will be working for a large advertising agency in New York. Two science majors will do research for two well known science foundations. Still others will go into social work, merchandizing, banking, market research, telephone companies, Voice of America and the airlines. Two senior women will enter nurses' training and a third one has been accepted for medical school.

There are a number of members of the graduating class who plan to be married in June and have made no definite plans for a career. As soon as they know where their husbands will be located they will look for full or part time positions, however. These girls have very little difficulty in finding work for they are alert and learn quickly. They are intellectually curious and make valuable members of a staff. They may not be called upon to use many of the facts they have accumulated in the last four years but we hope they have acquired an appetite for learning.

The great problem facing them is often one of choice. Of course many of them are not yet able to face their problem very realistically. Some think they are prepared to start "at the top", others want a specific position and will accept it only in one particular location. These very definite qualifications as to position and location make job-hunting a little more difficult.

They do have the able assistance of the Placement Officer at Middlebury who will put them in contact with people in the field of their choice. During the spring many companies send representatives to the campus to interview the seniors.

From the above I hope that I have indicated that there are a variety of positions open to a young woman with a liberal arts education.

Elizabeth B. Kelly

Is there an upgrading in our intellectual atmosphere?

THE MIDDLEBURY STUDENT

Comments by the President, Faculty, Students

Pictured above in the Egbert Starr Library are: Donald Ruben, '61; David Crowley, '61; Lauris Treadway, '63 and James Grossman, '64.

PRESIDENT'S Page

SINCE the first Sputnik entered outer space, the interest in higher education for the general public has reached a magnitude unparalleled in this country. Sputnik alone is not responsible for this awakening to the role of education. The population explosion and sustained prosperity account for the constantly increasing numbers enrolled in our colleges and universities. In short, the mounting wave of teen agers seeking places in our colleges and universities is in large part responsible for the spate of books, articles, TV documentaries, bills in Congress, discussion groups, and political planks which give almost an atmosphere of panic to any discussion of higher education as we enter the decade of the sixties.

Who shall be educated beyond high school? What should they be taught? How should their education be financed? These are only a few of the controversial questions now debated as much without the halls of ivy as within.

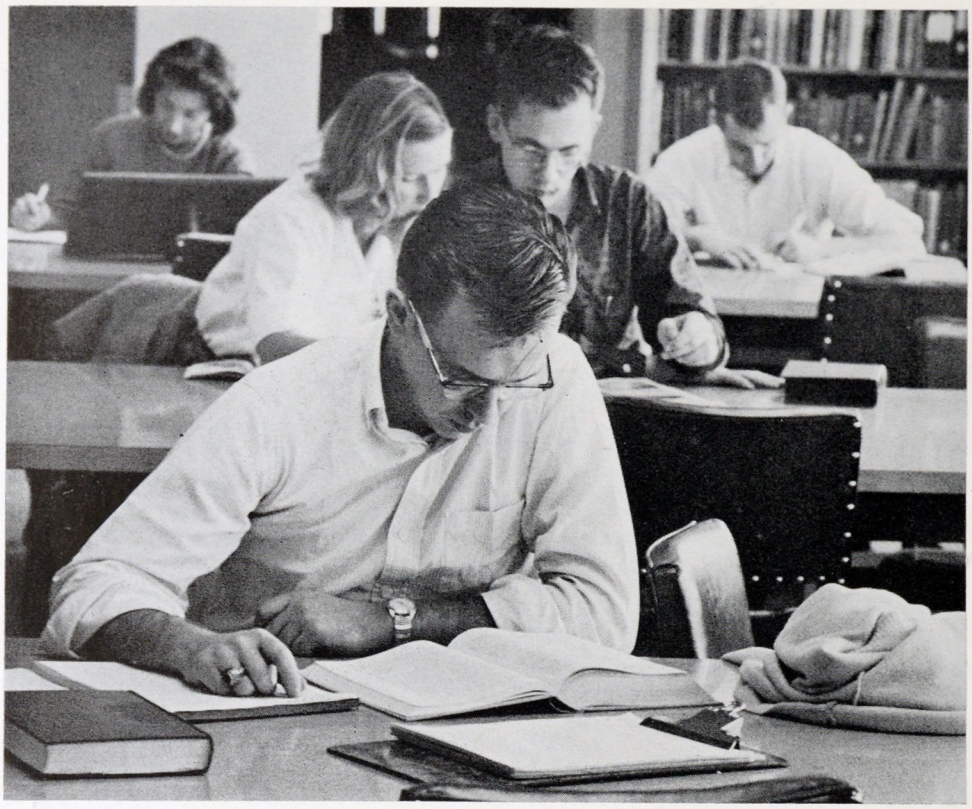
More recently the question is being asked in view of this educational ferment of society—what, if any, changes can be detected in the present generation of college students? Specifically I have been asked by the Editor to comment on this question on this Page. It is a query I would prefer to side step, having a dislike for generalizations. However, with some qualifications and many unrevealed reservations, I shall try to give an answer.

LET me say first that the revolution in science, the prolonged prosperity and inflation, the population explosion, and the emergence of nationalism we have witnessed in the post-war years, are forces which make an impact on our entire society. If this college generation is "different," so may it be said are their parents and teachers. It may be argued, however, that despite the changes in mores and attitudes which the sociologists document for the urban population, for farmers, and so forth, we in the colleges can select our population and therefore should be able to bring about a controlled change in the character of the student body. The argument is not without its weaknesses. Not all colleges and universities have reached a high degree of selectivity. The greater the expansion in enrollment in a given institution, the less is the need and opportunity for high selectivity in admissions. Furthermore even in an institution where existing facilities preclude larger enrollments, admissions offices are not omnipotent nor infallible in their decisions if they attempt to bring about a change in the character of the student body.

With these few restrictions on the wisdom of an attempt to appraise the present generation, I shall try to indicate a few of my personal observations. For some years we have been in a position to select a freshman class of the same size from an ever-increasing number of applicants. The first result has been a very notable change in the academic profile of our freshman class. The percentage of students accepted from the high bracket College Board scores and from the first quarter or first third of the class has increased dramatically. Each year we accept more students who have been selected in their secondary schools to pursue advanced courses and therefore are prepared for advanced work as freshmen in college. It follows that there is a definite enhancement of the intellectual atmosphere in the student body and that over the years we find a constantly larger percentage of our students going on to graduate study in the universities. Also it can be said that we record fewer academic failures in comparison with a previous generation of students. It is perplexing and disturbing to note, however, that academic failures are now found among students who enter Middlebury with high and indeed sometimes brilliant records of achievement in their secondary schools and on their college entrance examinations. Indeed we seem to be learning that high academic achievement at a secondary level does not always predict industrious application and high motivation in college.

WHETHER or not as a by-product of the above observations, I think it can be said that the present generation has a somewhat more sophisticated attitude toward extracurricular activities. (As I write this I am mindful, however, that perhaps the largest number of Middlebury students ever to journey to another college to support a varsity team recently departed en masse to see the hockey team play at RPI in Troy.) If the generalization can be made, however, I would say that extracurricular interests are more diversified and that both participation and attendance are more matters of individual choice and less matters of conformity under social pressure from other students.

Personally convinced that I had noted an upgrading in our intellectual atmosphere, I asked John Kelly, Associate Professor of Physical Education and Director of Intramural Athletics, his opinion of the physical fitness and aptitude for intramural (*Please turn to page 8*)



Middlebury students are shown on this page and page 6, but the men and women on the next 16 pages are students of other colleges across the country. And as representatives of other American colleges, they may have much in common with ours, for the special study which follows is an essay in national terms.

PRESIDENT'S PAGE

(*Continued from Page 7*)

competition in the present generation of students. Professor Kelly informed me that he has kept a record extending over a great many years based on physical examinations given to freshman men and in addition has appraised the aptitude and interest of men students in competitive sports. He states that our present generation of students are equal in every respect physically to any group he has tested over the years. With regard to competitiveness in sports, he observes in recent years students tend to become more polite and less aggressive when bodily contact produces bruising collisions. In intercollegiate athletics our record is an open book. In recent years in football, hockey, skiing, and soccer we have attained successes unsurpassed over my eighteen years at Middlebury. This is despite the fact that I have heard Mr. Nelson, Director of Intercollegiate Athletics, point out that varsity players feel more free to put their academic responsibilities ahead of practice schedules and not alone to preserve passing grades. All of this seems to add up to the conclusion that higher academic effort and achievement of the present student body at Middlebury has not been accompanied by a loss of physical fitness or athletic prowess.

In some circles it has been alleged the present college generation are conformists, seekers of security and the safe way to play the game. Ever since this theory was proclaimed, I have asserted that I do not find that this thesis fits the pattern at Middlebury. It seems to me that our students today are increasingly courageous in expressing dissent from chapel requirements, from Blue Key hazing rules, from national fraternity codes, from faculty pronouncements, and indeed from administrative edicts. I should add that the protests are for the most part unemotional, courteous, and based on a student logic with which I cannot always agree. Here I should like to record another aside which impairs even this generalization. Despite the present crusade against required Sunday chapel, I noted recently at a required chapel service a student attendance certainly beyond the numbers compulsion would have required. This service was entirely conducted by men students. The sermon, an excellent one, was delivered by a varsity football player, and the other students participating were leaders in various college activities. It would seem to me that a truly deep scorn of required college chapel would have precluded such attendance even at a service conducted by fellow students.

I began this Page by deprecating the possibility of comparing this generation of students with previous ones. I can only add that I mistrust all generalizations on this matter, including those I have made.

I have had the privilege of personally handing diplomas to Middlebury graduates since June 1943. I have been proud of every class and have boasted about them to Commencement guests and to other educators. It is my misfortune not to know well as an individual every senior, but I do know their records and achievements and on occasion their shortcomings. Each June I tend to think that the group which files up the platform at Commencement is the best group of seniors to whom I have ever presented diplomas. I shall continue so to think. Yet I know that each senior is unique and therefore each class is unique. Perhaps it is unscientific and not in accord with testing techniques, but I find that the character, the purposefulness, and the potentiality for unselfish and rewarding careers of the Middlebury seniors of 1960–61 differ not at all from the same qualities I have observed in these young men and women over many years. This I find for me a gratifying experience.

Samuel S. Stratton

SUSAN GREENBURG

Times have changed.
Have America's college students?

THE COLLEGE STUDENT,

they say, is a young person who will . . .

. . . use a car to get to a library two blocks away, knowing full well that the parking lot is three blocks on the other side.

. . . move heaven, earth, and the dean's office to enroll in a class already filled; then drop the course.

. . . complain bitterly about the quality of food served in the college dining halls—while putting down a third portion.

. . . declaim for four solid years that the girls at his institution or at the nearby college for women are unquestionably the least attractive females on the face of the earth; then marry one of them.

BUT there is a serious side. Today's students, many professors say, are more accomplished than the average of their predecessors. Perhaps this is because there is greater competition for college entrance, nowadays, and fewer doubtful candidates get in. Whatever the reason, the trend is important.

For civilization depends upon the transmission of knowledge to wave upon wave of young people—and on the way in which they receive it, master it, employ it, add to it. If the transmission process fails, we go back to the beginning and start over again. We are never more than a generation away from total ignorance.

Because for a time it provides the world's leaders, each generation has the power to change the course of history. The current wave is thus exactly as important as the one before it and the one that will come after it. Each is crucial in its own time.

WHAT will the present student generation do? What are its hopes, its dreams, its principles? Will it build on our past, or reject it? Is it, as is so often claimed, a generation of timid organization people, born to be commanded? A patient band of revolutionaries, waiting for a breach? Or something in between?

No one—not even the students themselves—can be sure, of course. One can only search for clues, as we do in the fourteen pages that follow. Here we look at, and listen to, college students of 1961—the people whom higher education is all about.

Scott Thompson

Barbara Nola

Robert Schloredt

Arthur Wortma

What are today's students like?

To help find out, we invite you to join

A seminar

PHOTOS: HERB WEITMAN

obert Thompson

Roy Muir

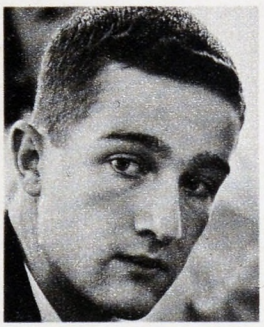
Ruth Vars

Galen Unger

Parker Palmer

tricia Burgamy

Kenneth Weaver



David Gilmour

Martha Freeman

Dean Windgassen

THE fourteen young men and women pictured above come from fourteen colleges and universities, big and little, located in all parts of the United States. Some of their alma maters are private, some are state or city-supported, some are related to a church. The students' studies range widely—from science and social studies to agriculture and engineering. Outside the classroom, their interests are similarly varied. Some are athletes (one is All-American quarterback), some are active in student government, others stick to their books.

To help prepare this report, we invited all fourteen, as articulate representatives of virtually every type of campus in America, to meet for a weekend of searching discussion. The topic: themselves. The objective: to obtain some clues as to how the college student of the Sixties ticks.

The resulting talk—recorded by a stenographer and presented in essence on the following pages—is a revealing portrait of young people. Most revealing—and in a way most heartening—is the lack of unanimity which the students displayed on virtually every topic they discussed.

As the seminar neared its close, someone asked the group what conclusions they would reach about themselves. There was silence. Then one student spoke:

"We're all different," he said.

He was right. That was the only proper conclusion.

Labelers, and perhaps libelers, of this generation might take note.

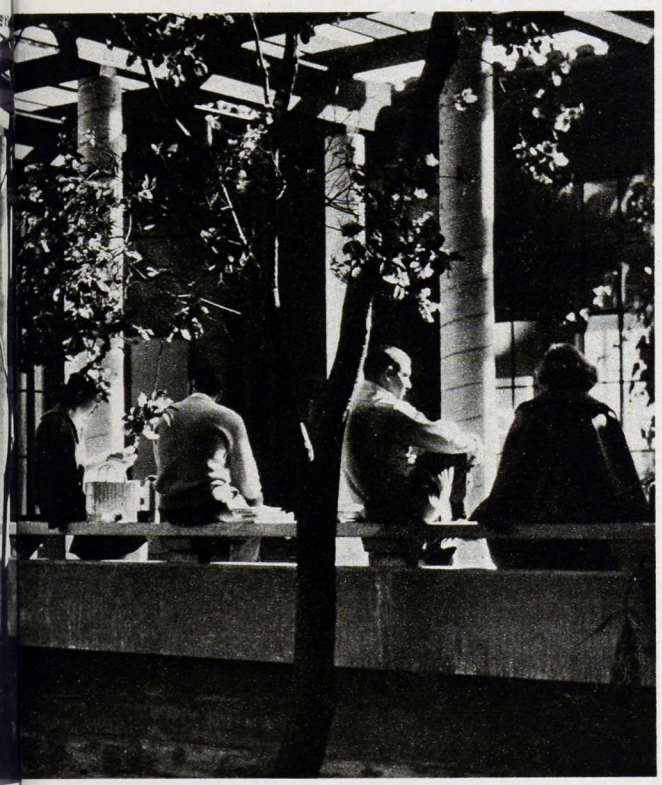
f students from coast to coast

"Being a

ERICH HARTMANN, MAGNUM

SUSAN GREENBURG

student is a wonderful thing."



STUDENT YEARS are exciting years. They are exciting for the participants, many of whom are on their own for the first time in their lives—and exciting for the onlooking adult.

But for both generations, these are frequently painful years, as well. The students' competence, which is considerable, gets them in dutch with their elders as often as do their youthful blunders. That young people ignore the adults' soundest, most heartfelt warnings is bad enough; that they so often get away with it sometimes seems unforgivable.

Being both intelligent and well schooled, as well as unfettered by the inhibitions instilled by experience, they readily identify the errors of their elders—and they are not inclined to be lenient, of course. (The one unforgivable sin is the one you yourself have never committed.) But, lacking experience, they are apt to commit many of the same mistakes. The wise adult understands this: that only in this way will they gain experience and learn tolerance—neither of which can be conferred.

"They say the student is an animal in transition. You have to wait until you get your degree, they say; then you turn the big corner and there you are. But being a student is a vocation, just like being a lawyer or an editor or a business man. This is what we are and where we are."

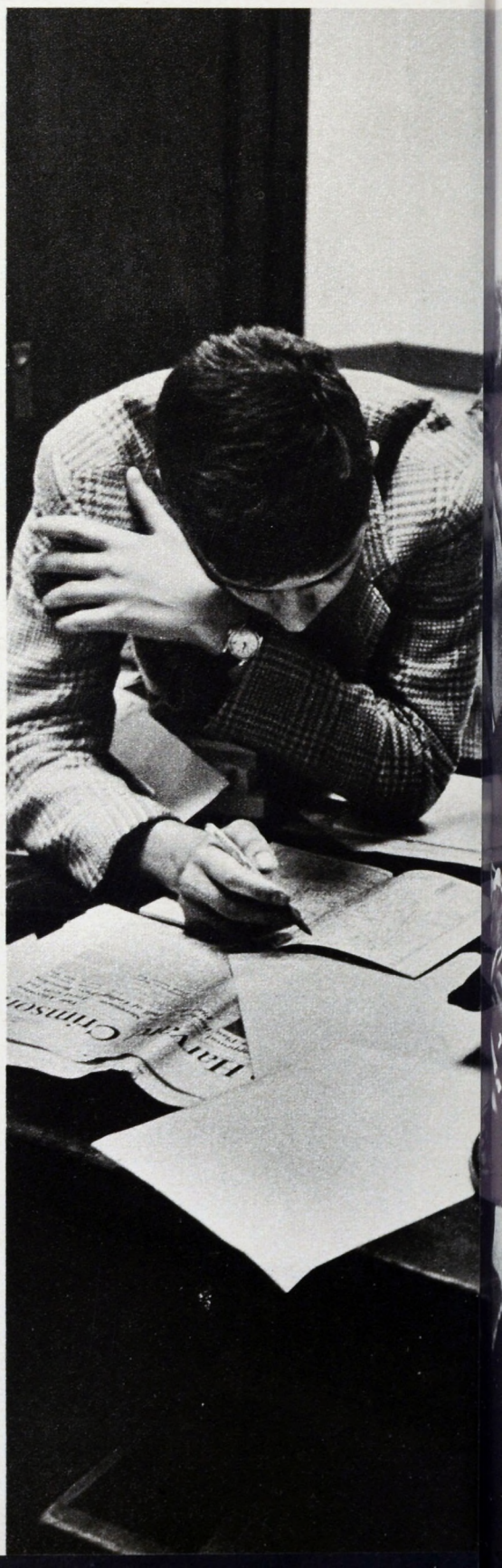
"The college campus is an open market of ideas. I can walk around the campus, say what I please, and be a truly free person. This is our world for now. Let's face it— we'll never live in a more stimulating environment. Being a student is a wonderful and magnificent and free thing."

"You go to college to learn, of course

SUSAN GREENBURG

A STUDENT'S LIFE, contrary to the memories that alumni and alumnae may have of "carefree" days, is often described by its partakers as "the mill." "You just get in the old mill," said one student panelist, "and your head spins, and you're trying to get ready for this test and that test, and you are going along so fast that you don't have time to find yourself."

The mill, for the student, grinds night and day—in classrooms, in libraries, in dining halls, in dormitories, and in scores of enterprises, organized and unorganized, classed vaguely as "extracurricular activities." Which of the activities —or what combination of activities—contributes most to a student's education? Each student must concoct the recipe for himself. "You have to get used to living in the mill and finding yourself," said another panelist. "You'll *always* be in the mill —all through your life."



But learning comes in many ways."

SUSAN GREENBURG

"I'd like to bring up something I think is a fault in our colleges: the great emphasis on grades."

"I think grades interfere with the real learning process. I've talked with people who made an A on an exam —but next day they couldn't remember half the material. They just memorized to get a good grade."

"You go to college to learn, of course. But learning comes in many ways—not just from classrooms and books, but from personal relations with people: holding office in student government, and that sort of thing."

"It's a favorite academic cliché, that not all learning comes from books. I think it's dangerous. I believe the greatest part of learning does come from books—just plain books."

ERICH HARTMANN, MAGNUM

"It's important to know you can do a good job at something."

"IT'S HARD to conceive of this unless you've been through it . . . but the one thing that's done the most for me in college is baseball. I'd always been the guy with potential who never came through. The coach worked on me; I got my control and really started going places. The confidence I gained carried over into my studies. I say extracurricular activities are worthwhile. It's important to know you can do a good job at something, *whatever* it is."

▶ "No! Maybe I'm too idealistic. But I think college is a place for the pursuit of knowledge. If we're here for knowledge, that's what we should concentrate on."

▶ "In your studies you can goof off for a while and still catch up. But in athletics, the results come right on the spot. There's no catching up, after the play is over. This carries over into your school work. I think almost everyone on our football team improved his grades last fall."

▶ "This is true for girls, too. The more you have to do, the more you seem to get done. You organize your time better."

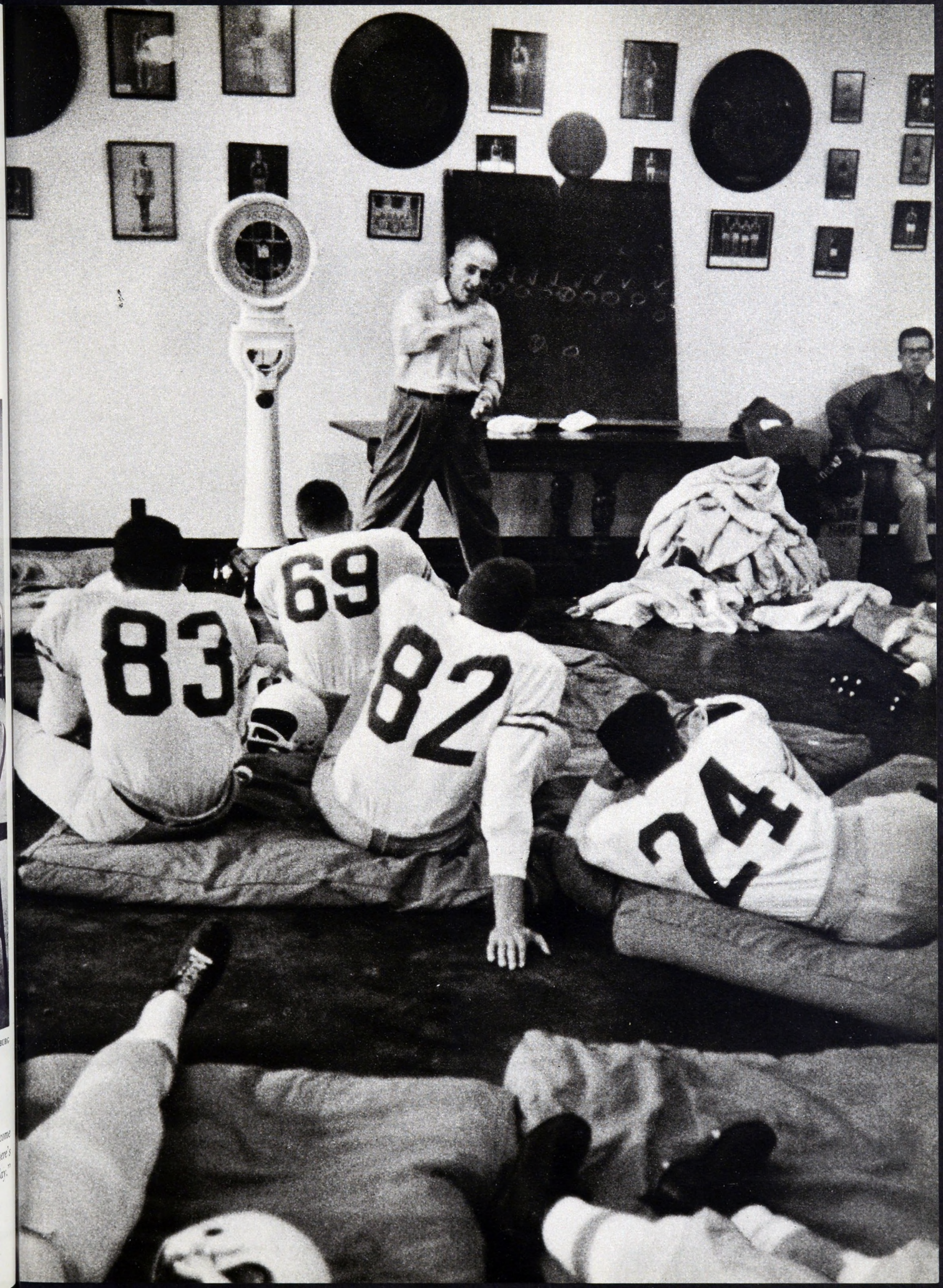
▶ "I can't see learning for any other purpose than to better yourself and the world. Learning for itself is of no value, except as a hobby—and I don't think we're in school to join book clubs."

▶ "For some people, learning *is* an end in itself. It *can* be more than a hobby. I don't think we can afford to be too snobbish about what should and what shouldn't be an end in itself, and what can or what can't be a creative channel for different people."

"The more you do, the more you seem to get done. You organize your time better."

SUSAN GREENBURG

"In athletics, the results come right on the spot. There's no catching up, after the play."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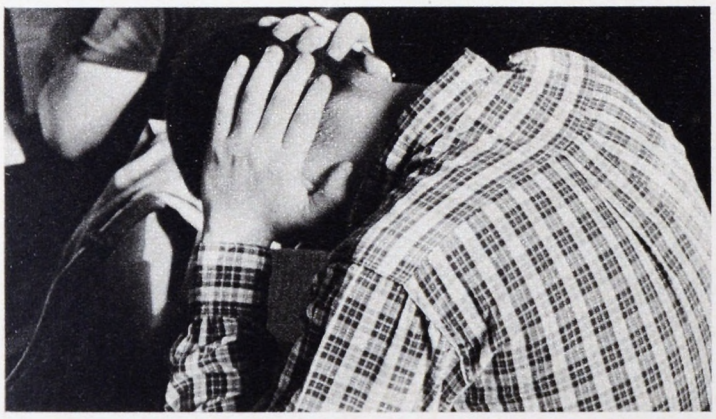
69
82
24

"It seems to me you're saying that

COLLEGE is where many students meet the first great test of their personal integrity. There, where one's progress is measured at least partly by examinations and grades, the stress put upon one's sense of honor is heavy. For some, honor gains strength in the process. For others, the temptation to cheat is irresistible, and honor breaks under the strain.

Some institutions proctor all tests and examinations. An instructor, eagle-eyed, sits in the room. Others have honor systems, placing upon the students themselves the responsibility to maintain integrity in the student community and to report all violators.

How well either system works varies greatly. "When you come right down to it," said one member of our student panel, "honor must be inculcated in the years before college —in the home."



ST. LOUIS POST-DISPATCH

"Maybe you need a B in a test, or you don't get into medical school. And the guy ahead of you raises the average by cheating. That makes a real problem."

honor works only when it's easy."

ERICH HARTMANN, MAGNUM

"I'm from a school with an honor system that works. But is the reason it works maybe because of the tremendous penalty that's connected with cheating, stealing, or lying? It's expulsion—and what goes along with that is that you can't get into another good school or even get a good job. It's about as bad a punishment as this country can give out, in my opinion. Does the honor system instill honor—or just fear?"

"At our school the honor system works even though the penalties aren't that stiff. It's part of the tradition. Most of the girls feel they're given the responsibility to be honorable, and they accept it."

"On our campus you can leave your books anywhere and they'll be there when you come back. You can even leave a tall, cold milkshake—I've done it—and when you come back two hours later, it will still be there. It won't be cold, but it will be there. You learn a respect for honor, a respect that will carry over into other fields for the rest of your life."

"I'd say the minority who are top students don't cheat, because they're after knowledge. And the great majority in the middle don't cheat, because they're afraid to. But the poor students, who cheat to get by . . . The funny thing is, they're not afraid at all. I guess they figure they've nothing to lose."

"Nobody is just honest or dishonest. I'm sure everyone here has been guilty of some sort of dishonest act in his lifetime. But everyone here would also say he's primarily honest. I know if I were really in the clutch I'd cheat. I admit it— and I don't necessarily consider myself dishonest because I would."

"It seems to me you're saying that honor works only when it's easy."

"Absolute honor is 150,000 miles out, at least. And we're down here, walking this earth with all our faults. You can look up at those clouds of honor up there and say, 'They're pretty, but I can't reach them.' Or you can shoot for the clouds. I think that's the approach I want to take. I don't think I can attain absolute honor, but I can try—and I'd like to leave this world with that on my batting record."

"It's not how we feel about issues—

"WE ARE being criticized by other people all the time, and they're stamping down on us. 'You're not doing anything,' they say. I've noticed an attitude among students: Okay, just keep criticizing. But we're going to come back and react. In some ways we're going to be a little rebellious. We're going to *show* you what we can really do."

Today's college students are perhaps the most thoroughly analyzed generation in our history. And they are acutely aware of what is being written about them. The word that rasps their nerves most sorely is "apathy." This is a generation, say many critics, that plays it cool. It may be casually interested in many things, but it is excited by none.

Is the criticism deserved? Some college students and their professors think it is. Others blame the times —times without deprivation, times whose burning issues are too colossal, too impersonal, too remote— and say that the apparent student lassitude is simply society's lassitude in microcosm.

The quotation that heads this column is from one of the members of our student panel. At the right is what some of the others think.

"Our student legislature fought most of the year about taking stands. The majority rationalized, saying it wasn't our place; what good would it do? They were afraid people would check the college in future years and if they took an unpopular stand they wouldn't get security clearance or wouldn't get a job. I thought this was awful. But I see indications of an awakening of interest. It isn't how *we feel about issues, but whether we feel at all."*

"I'm sure it's practically the same everywhere. We have 5,500 full-time students, but only fifteen or twenty of us went on the sit-downs."

"I think there is *a great deal of student opinion about public issues. It isn't always rational, and maybe we don't talk about it, but I think most of us have definite feelings about most things."*

"I've felt the apathy at my school. The university is a sort of isolated little world. Students don't feel the big issues really concern them. The civil rights issue is close to home, but you'd have to chase a student down to get him to give his honest opinion."

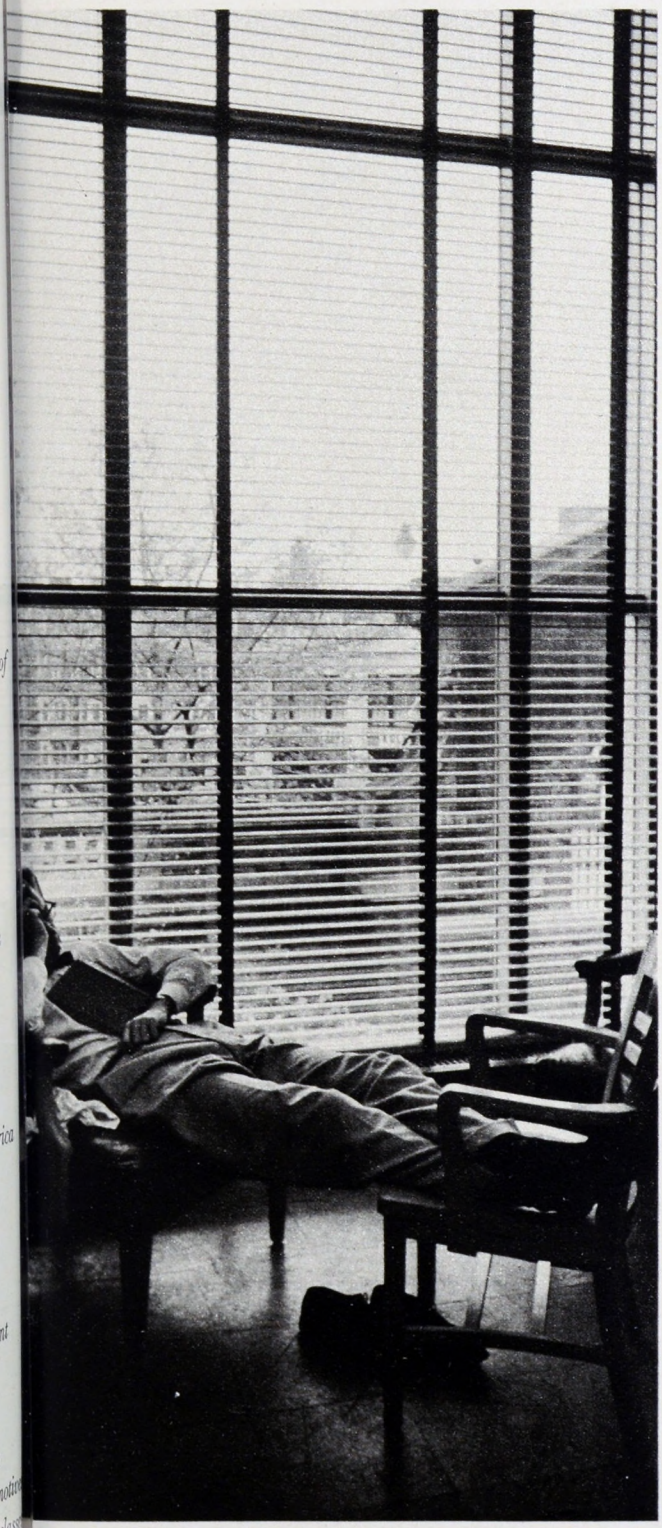
"We're quick to criticize, slow to act."

"Do you think that just because students in America don't cause revolutions and riots and take active stands, this means . . .?"

"I'm not calling for revolution. I'm calling for interest, and I don't care what side the student takes, as long as he takes a side."

"But even when we went down to Woolworth's carrying a picket sign, what were some of the motives behind it? Was it just to get a day away from classes?"

but whether we feel at all."



SUSAN GREENBURG

"I attended a discussion where Negro students presented their views. I have never seen a group of more dynamic or dedicated or informed students."

"But they had a personal reason."

"That's just it. The only thing I can think of, where students took a stand on our campus, was when it was decided that it wasn't proper to have a brewery sponsor the basketball team on television. This caused a lot of student discussion, but it's the only instance I can remember."

"Why is there this unwillingness to take stands?"

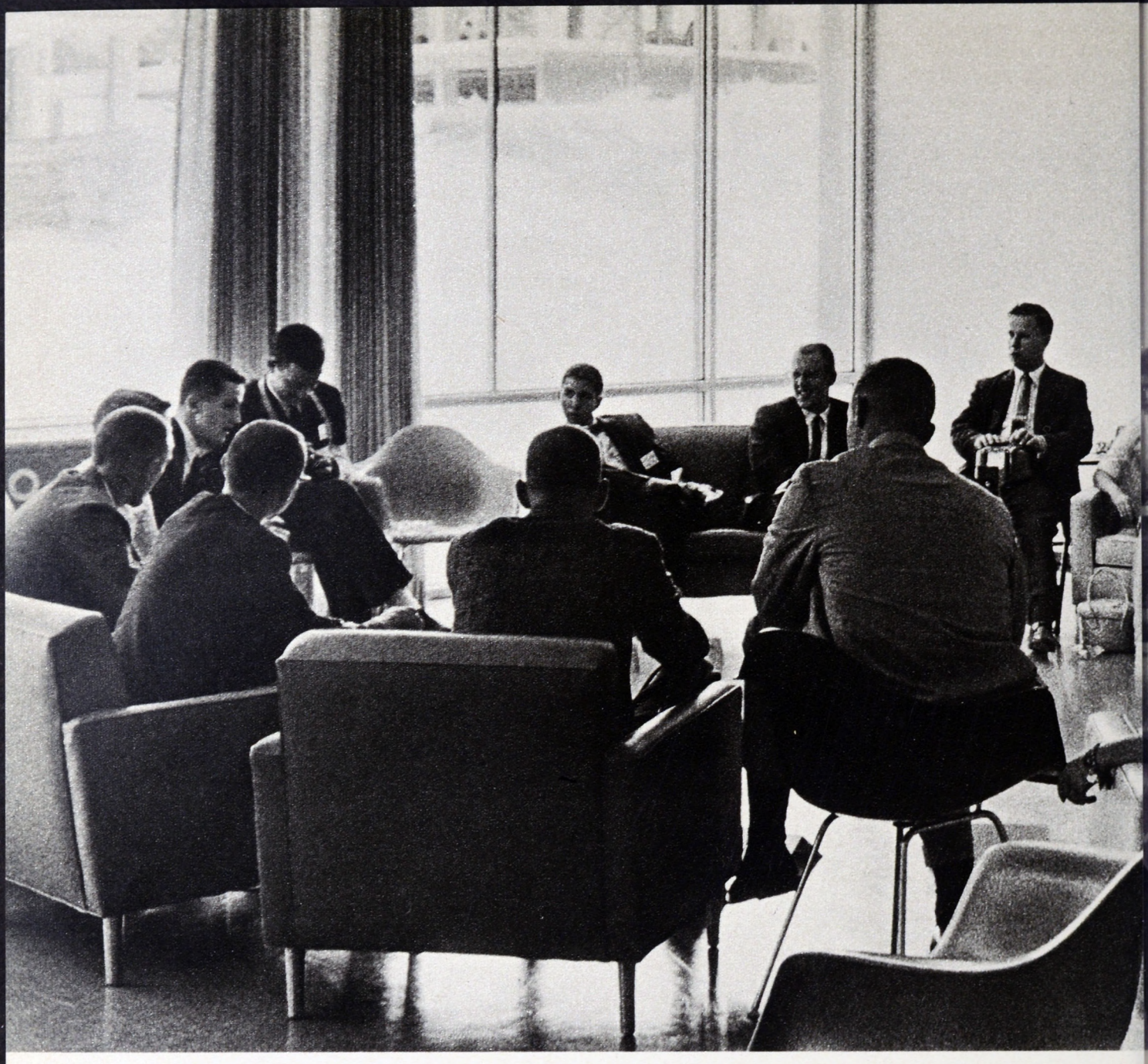
"I think one big reason is that it's easier not to. It's much easier for a person just to go along."

"I've sensed the feeling that unless it really burns within you, unless there is something where you can see just what you have done, you might as well just let the world roll on as it is rolling along. After all, people are going to act in the same old way, no matter what we try to do. Society is going to eventually come out in the same way, no matter what I, as an individual, try to do."

"A lot of us hang back, saying, 'Well, why have an idea now? It'll probably be different when I'm 45.'"

"And you ask yourself, Can I take time away from my studies? You ask yourself, Which is more important? Which is more urgent to me?"

"Another reason is fear of repercussions—fear of offending people. I went on some sit-downs and I didn't sit uneasy just because the manager of the store gave me a dirty scowl—but because my friends, my grandparents, were looking at me with an uneasy scowl."



"We need a purpose other than security and an $18,000 job."

HERB WEITMAN

"Perhaps 'waiting' is the attitude of our age—in every generation."

"Then there comes the obvious question,
With all this waiting, what are we waiting for?
Are we waiting for some disaster that will
make us do something? Or are we waiting for some
'national purpose' to come along,
so we can jump on its bandwagon? So we are at
a train station; what's coming?"

"I GUESS one of the things that bother us is that there is no great issue we feel we can personally come to grips with."

The panel was discussing student purposes. "We *need* a purpose," one member said. "I mean a purpose other than a search for security, or getting that $18,000-a-year job and being content for the rest of your life."

"Isn't that the typical college student's idea of his purpose?"

"Yes, but that's not a purpose. The generation of the Thirties—let's say they had a purpose. Perhaps *we'll* get one, someday."

"They had to have a purpose. They were starving, almost."

"They were dying of starvation and we are dying of overweight. And yet we still should have a purpose—a real purpose, with some point to it other than selfish mediocrity. We do have a burning issue—just plain survival. You'd think that would be enough to make us react. We're not helpless. Let's *do* something."

Have students changed?

—Some professors' opinions

"OH, YES, indeed," a professor said recently, "I'd say students have changed greatly in the last ten years and—academically, at least—for the better. In fact, there's been such a change lately that we may have to revise our sophomore language course. What was new to students at that level three years ago is now old hat to most of them.

"But I have to say something negative, too," the professor went on. "I find students more neurotic, more insecure, than ever before. Most of them seem to have no goal. They're intellectually stimulated, but they don't know where they're going. I blame the world situation—the insecurity of everything today."

"I can't agree with people who see big changes in students," said another professor, at another school. "It seems to me they run about the same, year after year. We have the bright, hard-working ones, as we have always had, and we have the ones who are just coasting along, who don't know why they're in school—just as we've always had."

"They're certainly an odd mixture at that age—a combination of conservative and romantic," a third professor said. "They want the world to run in their way, without having any idea how the world actually runs. They don't understand the complexity of things; everything looks black or white to them. They say, 'This is what *ought* to be done. Let's *do* it!'"

"If their parents could listen in on their children's bull sessions, I think they'd make an interesting discovery," said another faculty member. "The kids are talking and worrying about the same things their fathers and mothers used to talk and worry about when *they* were in college. The times have certainly changed, but the basic agony—the bittersweet agony of discovering its own truths, which every generation has to go through—is the same as it's always been.

"Don't worry about it. Don't try to spare the kids these pains, or tell them they'll see things differently when they're older. Let them work it out. This is the way we become educated—and maybe even civilized."

"I'd add only one thing," said a professor emeritus who estimates he has known 12,000 students over the years. "It never occurred to me to worry about students as a group or a class or a generation. I *have* worried about them as individuals. They're all different. By the way: when you learn that, you've made a pretty profound discovery."

"The College Student"

The material on this and the preceding 15 pages is the product of a cooperative endeavor in which scores of schools, colleges, and universities are taking part. It was prepared under the direction of the group listed below, who form EDITORIAL PROJECTS FOR EDUCATION, a non-profit organization associated with the American Alumni Council.

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"The Middlebury Student Cannot be Stereotyped"

By Sondra T. Wells, '61
President, Panhellenic Council

The Middlebury student of 1961 cannot be described in an all-inclusive sentence. Regardless of the prevalency of the phrase, the "Middlebury man," or the even more common, "Middlebury woman," it is erroneous to assume that these groups can be thus stereotyped.

A college community, by virtue of its very character, is a composite of contrasting personality types. Middlebury College represents an innumerable variety of temperaments, interests, and ideals. Yes, many of us are from similar backgrounds—occupational, economic, and political. But there are many who do not fit into the pattern. We represent different sections of the United States or of an entirely different country. Our preparation for college was often different, our experiences, our social lives, and our reasons for coming to Middlebury. We are individuals—who for four years have perhaps sacrificed some of that individuality for the greater compatibility of the whole, but who will later resume it.

The Middlebury student cannot be stereotyped. And yet, by selecting the same educational institution we have all agreed to abide by certain rules and to act within the bounds of an accepted code of behavior. For four years we live within the realm of commonly shared experiences. I am firmly convinced that these four years will be successful or unsuccessful in proportion to the effort put forth by the individual. Middlebury was founded upon definite principles with particular ends in sight. But a college cannot force its students to receive the greatest possible benefits from its program. The burden of responsibility lies with the student.

In my opinion, the main criticism of the Middlebury student can be made in this connection. In his concern for the group, the student forgets his individuality. This sacrifice of individuality can be unfortunate. The standards of the group may not be as high as those of the individual. Afraid of being branded as different (either intellectually or socially), the student conforms to the standards of the group. Ironically, this can and does create an artificial situation. No one is satisfied with the attitude of the whole, but believing himself to be alone, he dismisses his objections.

A case in point is the much discussed apathy of the Middlebury student body. Time and again students complain about the apathy at a football game or that behind a student project, but who among the complainants will dare to be enthusiastic?

Apathy, whether real or imagined, is contagious and it is not limited to the football field. It extends into the classrooms, dormitories, and fraternity houses as well. Many students who are extremely capable content themselves with only a partial effort. They are reluctant to relinquish their social standing for their academic life. (After all, why did we come to college?) A highly intelligent man or woman is satisfied with a low B or C because it is the "acceptable" grade, while in his own mind he tells himself he could have done better had he really tried. The college professor can teach his students, but until their curiosity overcomes their apathy, they will not receive the greatest benefits from their education.

My second criticism of the Middlebury student is really an outgrowth of the first. It might be termed a complaining, complacent attitude. Students probably always have and always will complain. It is the easiest thing to do. The object of complaint may be apathy, or compulsory chapel, sororities and fraternities, or the "lack of intellectual stimulation." It doesn't really matter. The important thing to consider is that those who find it easy to complain vociferously do absolutely nothing to improve the situation which they constantly disparage. Yes, the *Campus* is replete with indignant articles. But these reflect opinions—they do not even pretend to initiate constructive action. A good example of this is the perennially voiced (*Please turn to page* 31)

"There is no such thing as a typical student"

By F. Paul Frinsko, '61
President, Joint Council of the Undergraduate Association

In analyzing what may be called the "inner workings" of the Middlebury College student one realizes that a typical student does not exist. Although one will not find the embodiment of a typical student in one person, there are certain general qualities applicable to each student. Closely aligned with the student are the physical and educational facilities of the College itself.

Students want to learn and are seeking a more cultural and intellectual atmosphere. Men and women enter Middlebury with a better than average academic ability, because of the highly selective entrance standards of the College. At times, students may complain of excessive work, of too many "pre A's," and of tension caused by comprehensives, but for the most part they are conscientious workers and derive satisfaction from doing a good academic job. With the aid of better curricula, higher standards, and the efforts of the Educational Policy Committee, students are urged to engage in independent reading and work in their major fields. Both faculty and students are looking towards the future when there will be more emphasis on thorough study and analysis of subject matter, rather than the cramming and feeding back to professors their own thoughts. There has been increased interest in the Honors Program which enables qualified students to study a particular area in their major fields. This year added attention has been given to the curricula as suggested in the form of a Life Science Major. One also notices the growing trend of seniors continuing their education on the graduate level. In general, students recognize the importance of a college education and their responsibilities not only to the College, but to their parents and themselves as well.

Students are concerned with national and international affairs. With the knowledge that they will soon assume responsible roles as citizens in the world community, they actively participate and discuss domestic and international problems. The student directed Middlebury Conference focused its attention on "Mass Media" this spring. Last fall, the Religious Conference topic, "God and Man in Modern Literature" was discussed. The new format of both conferences incorporating more discussion groups, reflects the desires of students to participate, rather than merely to assimilate. To keep abreast of the national political situation a mock election was conducted by students on the campus last fall. Lectures were given this spring about the plans for the formation of the Peace Corps. Several Middlebury students participated in a similar type program last summer and have eagerly related their experiences. Frequent so-called "bull sessions" last into the small hours of the morning, in both the men's and women's dormitories as students with increased knowledge and awareness inevitably become more questioning.

Criticism certainly has its place in the life of an institution. It helps not only the growth of the College, but the growth of the student in evaluating and formulating his own opinions. Today's Middlebury student is critical of both the social and intellectual aspects of the College. He attempts to discover what is wrong and then seeks improvements. This year witnessed widespread reactions to Chapel credits, women's hours, fraternities, and student government. The women feel that they should be given more social responsibility along with the increased intellectual responsibility which they have assumed. The continued intense evaluation of the fraternity system has kept its members mindful of their responsibility and role in an academic institution. No longer can they justify their existences merely as eating clubs or party houses, but they must stimulate academic guidance and individual development if they are to remain on the Middlebury campus. There has been increased criticism of the student government. Questions such as the following, continue to be asked: Is the student government effective? Does the Administration really listen to the voices of the students? The critical attitude on the part of Middlebury College students illustrates their answer to challenges of critics of this generation who attempt to label them with adjectives such as "complacent", "faceless", and "apathetic".

In addition to providing intellectual stimulation, the College should provide social outlets for students. Numerous study hours must be balanced by time for relaxation. The social side of college life plays an important part in the student's life, whether it be sorority or fraternity or playing bridge or general fun in the dorms. Besides the official college teams in varsity sports, emphasizing skill and competition, an extensive intramural program offers opportunities for everyone to participate in the fun of competition. Usually all men join in. With the increased aca- (*Please turn to page* 31)

with our FACULTY

By Professor **John G. Bowker,** *Dean of the Faculty*

It is a pleasure to welcome **Dr. Henry B. Prickitt as Guest Contributor** to the Faculty Page for this issue of *Your Family and Middlebury.* He has devoted the Page to a thought provoking article on **"Today's Middlebury Student."**

Professor Prickitt joined the English department faculty of the College in 1948, after teaching at the Choate School and Pennsylvania State College. He holds the B.A. degree with Phi Beta Kappa honors from Amherst College, with the M.A. and Ph.D. from Harvard University. He is secretary of the Middlebury chapter of Phi Beta Kappa, and Treasurer of Undergraduate Activities.

Dr. and Mrs. Prickitt were named Danforth Foundation Associates last fall. In this phase of the Danforth program for relating religion to higher education, a faculty member and his wife are sponsored in serving as host family on campus. Students gather at their home for informal meetings and discussions throughout the academic year.

J. G. B.

WHEN I was asked to discuss *Today's Middlebury Student* in conjunction with the article *The College Student* appearing elsewhere in this issue, the task seemed to be an easy one. For one thing I've known Middlebury students for over a decade. Hence I must know them well. It should be easy to say sensible things about them, to make comments that would pretty well describe them collectively. But, of course, they can't be described collectively. On the last page of *The College Student* a professor emeritus of another college claims he has known over 12,000 students in his time and comes up with the "profound discovery" that students are all different. I suppose one thing we would like our students to learn in college is the commonplace that all human beings are different. And though we may occasionally wonder whether we are dealing with indistinguishable yahoos, as faculty members we must start, not end after forty years of teaching, with the obvious premise that students are different. I certainly must start with this premise and even go on to the further realization that generalizations about students tend to be invalid and often absurd. On the other hand one may try to avoid all generalizations and talk only of specific students and specific experiences with them. But such an account might prove very disjointed. Possibly there is a middle ground. There may be some value in one faculty member's making a few observations about students, some general, but all rather personal, possibly quite biased. If the remarks are contradictory and confusing, it may be because the experiences which lie behind them have been contradictory, confusing, and even bewildering, though I should hasten to add immensely stimulating and enriching. And perhaps I should admit at the outset my conviction that only the rare faculty member gets to know many of his students really well, a point I shall return to later.

FIRST, who are the Middlebury students today? I suppose the answer seems easy, in a way, and, of course, the statistics are available. We know their hometowns, their secondary schools, their college board scores, and even that a good many have Middlebury graduates for parents. Perhaps the easiest thing we can say about them is that they tend to come from upper middle class backgrounds. But at Middlebury there are children of millionaires and children of factory workers and small town shopkeepers. There is no common denominator in social or financial background, or in any other respect.

Obviously the co-educational nature of the College produces startling differences (other than physical ones) among the undergraduates. The College is two distinct, but closely-knit communities. Fraternity life is a queer sort of part time, rowdy monasticism six and a half days of the week. The difference in men's and women's attitudes is emphasized by the need for co-chairmen of most important undergraduate committees.

These men and women come from all over the country, with a handful from foreign countries, though most of them are from the Northeast. Relatively few are from the big cities, a majority are from suburbs, but a good many come from isolated villages and towns, or small cities. Every kind of public and private secondary school is well represented. Though almost all Middlebury students are potentially able, they vary considerably in their ableness. Some led their secondary schools; others just went along with the group. Some came to college with college board scores in the highest percentiles; others are only somewhat better than average. The differences among students in aptitude and motivation are so extensive that two men or two women sitting together in class may easily, and reasonably, end up with academic averages twenty or more points apart. Of course, the same thing can happen to people apparently similar in aptitude and motivation.

THE breadth of the curricular and extracurricular offerings indicates the variety of interests among the students. I knew a student a few years ago who left the chemistry lab only to eat and see his girl. The same year

one of my freshmen was reported to have been at the Snow Bowl every skiing day from November to April. (His specialization resulted in an early withdrawal.) Some students are said to "live" at the theatre; others at the language lab. The Mountain Club enjoys great popularity, but there are fraternity men who can't walk to Munroe.

Even in dress, and among the women in hair-do and make-up, there is only partial conformity. The girls still wear sneakers in snow, slush, and mud, and the men spurn neckties and suits. But there is a marked difference between a pair of neatly pressed flannels and dungarees; between a French twist and hair that hangs well below the shoulders; between a button-down oxford-cloth and a tee-shirt; between rougeless lips and eyeshadow; between a scraggly beard and a clean shave; between a Jaeger and a sweat-shirt; between a bicycle and a Jaguar.

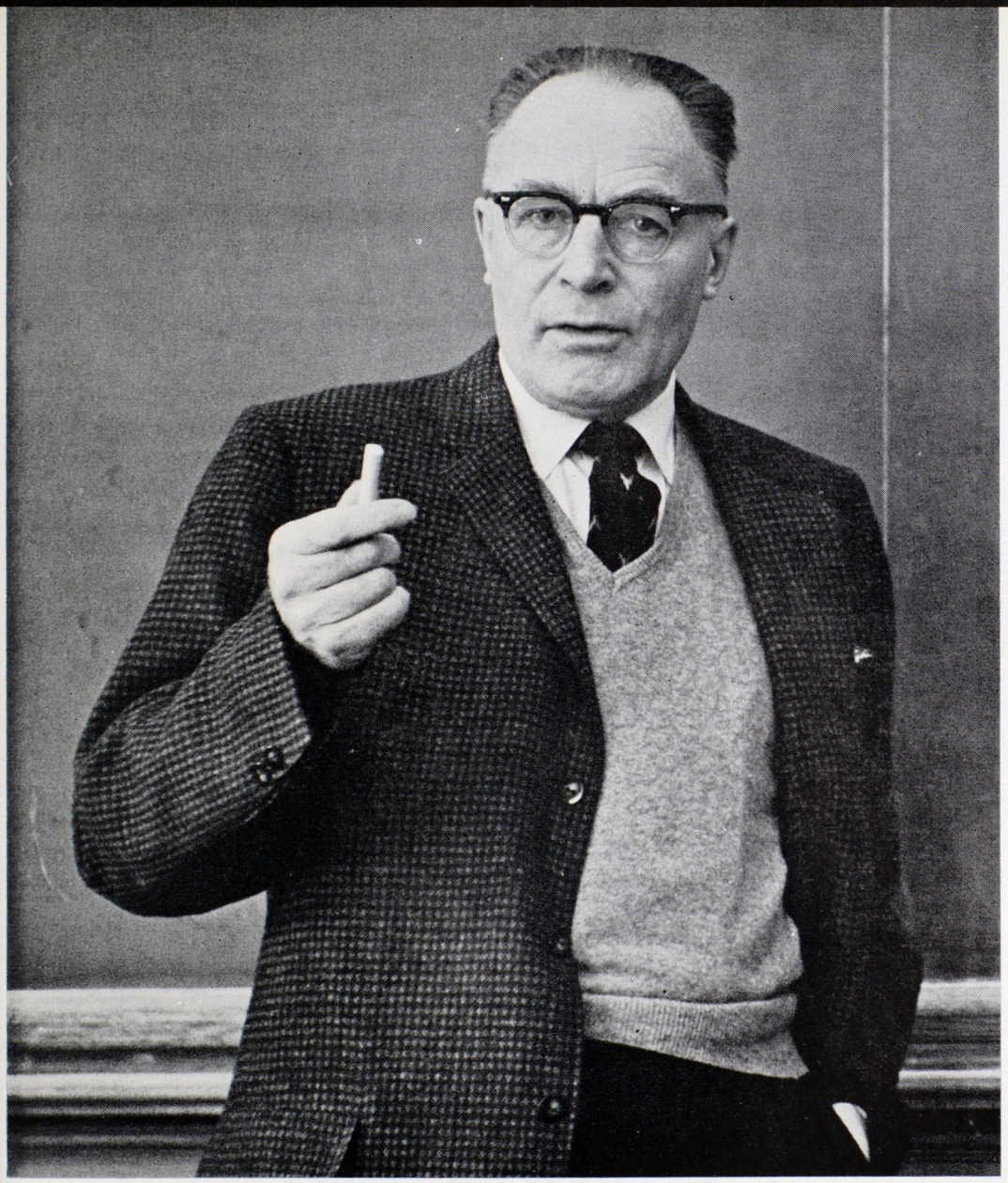
We are told that today's youth are the silent generation, and it is true that many seem apathetic and indifferent in class, but many of the silent ones perform ably on examinations and write imaginative papers. One hears that a student who never says a word or seems to have an idea in the classroom, who seems shy, reserved, and humorless, is a wit in the dormitory, plays the guitar and sings in a trio of entertainers, or is the real leader of a popular campus organization.

Now too often the faculty member may find that he knows his students only a little, that what he knows is only a part of the student. Some students he gets to know well, but most of his students are people about whom he must guess most of the time, for the academic routine does not allow the leisure for frequent and easy interchange between a faculty member and the fifty or a hundred or even two hundred students he may have in class and it may never happen that a student and faculty member will meet on common ground. A half hour conversation at a fraternity party, a fifteen minute discussion of a paper, or even the coincidence of standing in line together at the Snow Bowl may be more revealing than a semester of a discussion course that demands much talk, several papers, and four examinations. One May evening some years ago I unavoidably eavesdropped on the conversation of a freshman girl I'd had in class throughout the year. Riding home with us from a dance at Bread Loaf, she used the twenty minutes to tell her escort more about herself than I could have learned in half a dozen conferences.

Even a faculty adviser may never really meet his students. Hours may be spent in talk. The faculty member may give excellent advice and the student may accept his advice, but even after this relationship has existed for three years the adviser may be suddenly surprised to discover his graduate school candidate is torn between spending a year in Colorado as a ski bum and trying his hand at writing for a year or two.

Middlebury students claim to be tolerant, but they are not always tolerant of one another. If conformity is encouraged at the college, it's encouraged by the students, especially by the students as they gather in fraternities and sororities. It's not objectionable to be bright, but it's objectionable to be noticeably bright. The freshman who shows in his (*Please turn to page* 30)

Professor Prickitt and William A. White (left), '62, Mary J. Robson, '63, and George M. Logan, '61, engage in an informal discussion.



SEVENTH IN A SERIES OF PORTRAITS OF . . . .

Middlebury's Long-Time Faculty

JOHN G. BOWKER

JOHN G. BOWKER, Dean of the Faculty and Baldwin Professor of Mathematics, has been a member of the Middlebury College faculty for the past thirty-five years. He came to Middlebury from Framingham, Mass., where he taught high school Mathematics for two years. Dean Bowker is a graduate of Tufts College, and in 1931 received his Masters degree from Harvard University. He returned to Tufts in 1958 and was awarded an honorary Doctorate.

Between the years of 1926 and 1942 he rose from the rank of Instructor to that of Professor. And for twelve years (1942–54) he served as Chairman of the Department of Mathematics. Professor Bowker has been Dean of the Faculty since 1953.

During his three decades and a half at Middlebury, Dean Bowker has served on many committees, and has accepted numerous responsible college and community assignments. He was: Coordinator of the Civilian Pilot Training Program, 1940–42; Coordinator of the College's Sesquicentennial Celebration program in 1950; at the Galton Statistical Laboratory, University of London, 1938–39; Trustee of (*Please turn to page* 31)

MEMO FROM THE DEANS

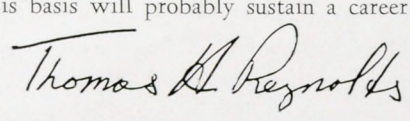
(*Continued from page 4*)

the problem of helping students choose a major. Many freshman simply do not know clearly whether they wish to become lawyers, or stockbrokers, or teachers, or even engineers and sometimes doctors. Some students have known, of course, from the very beginning what they wanted to do. People headed for medical school are most frequently, though not always, in this category. These are some of the thoughts that have occurred to me in connection with the choice of a major at college which sometimes have been useful to students in making their selection.

In the first place, the actual subject in which a student majors is probably not as important as the simple fact that he majors in something. In other words, the purpose of a major is to require a student to learn what it is to master an academic discipline in some depth. It is of secondary importance whether this discipline is History or Fine Arts or English. It is of primary importance that the student knows one discipline and knows it well. This thought is not without qualifications. There are some academic disciplines which are closely related to careers the content of which must be learned if a student would pursue a career in that field. Thus, it is obviously important for a chemist to have majored in Chemistry though it is perfectly possible for a person to gain a Ph.D. in Chemistry having done his undergraduate work in some allied Science. Similarly, it is probably desirable for a future engineer to have majored in Physics. Medical schools have a tendency to prefer students who have majored in the Natural Sciences but they by no means insist on it and some successful doctors, who are graduates of Middlebury, have even been History majors.

My own feeling is that if a student does not know clearly what he wants to do, and has no overwhelming reason to choose a particular academic discipline, he would do well to choose a field in which he has been reasonably successful and in which he finds the work congenial. There are two reasons for this thought. The first is that in approaching any academic discipline in depth the student must have both basic ability and a sustained interest in the subject. If not, the work involved will simply be overwhelming. Secondly, in many, if not most, instances a student's ability to enter career fields after graduation depends more on how well he did in college than what subjects he studied. Thus, the majority of top business schools are usually willing to take students of the first rank regardless of what they may have majored in. Similarly, a person who desires to go to graduate school in History will be received in excellent graduate schools even if his undergraduate offerings in History are not extensive, providing that his general academic performance indicates his aptitude for graduate work.

Most undergraduates, at the end of their freshman year, do not know for certain what they would like to do at the end of their senior year. Because of this the choice of a major frequently puts a severe strain on a student which carries into the sophomore year and adds to the academic difficulty of that year. Students who know what they want to do would do well to choose their major in close association with plans for a later career. With those, however, who do *not* know it is best to choose a major on the basis of the student's knowledge of the department at Middlebury, his liking for the work involved, and his ability to carry it out. In the long run a choice on this basis will probably sustain a career chosen at a later date.



WITH OUR FACULTY

(*Continued from page 28*)

talk that he has read widely and can use his reading may become persona non grata to his fellow freshmen. Bright girls scare off suitors no more than bright, articulate men scare off friends. It's remarkable how intolerant of their fellows students can be, especially in the supposedly friendly and democratic atmosphere of fraternity meetings. The man representing the unpopular opinion is given slight hearing, may be rudely misrepresented in thought and purpose, and is quickly voted down, if a vote is necessary.

College students can be charmingly well-mannered; they also can be astoundingly impolite. They can be perfect hosts to a faculty couple at a fraternity party, or they can leave the couple sitting alone in a deserted room. Sometimes all will spring to their feet and proffer chairs when a faculty couple enter a room. Other times no one will even see, much less speak to the same couple entering the same room.

Fraternity social chairmen have curious customs in seeking chaperones for their parties. If they are inviting guests, they send out handsomely engraved invitations. But chaperones, official guests with undefined duties, receive a different treatment. Perhaps Thursday evening one's wife gets a phone call: "Hello, Mrs. Prickitt, what are you doing Saturday night?" Or at 11:30 Thursday evening one is informed that they've been through *The Directory* twice and every one seems to be going to Prof. Hall's cocktail party. How about you? Then there's the social chairman who can't seem to understand why one isn't thrilled at the prospect of chaperoning from 12 to 2 after a college dance. It's easy to say the hour's too late; it's harder to say that last year the party must have been some place else, in the cellar or somewhere, that we'd seen only three of the brethren, two of whom were asleep on sofas, during our two hour stay. But the manners of other social chairmen are impeccable and some of our best times at Middlebury have been at fraternity parties.

It's hard for me to see that Middlebury students are noticeably different from what they were a decade ago. Of course, right after the war there were many veterans on campus, but by the time I arrived (1948) most of them had disappeared, and since I am a veteran myself I've never fully appreciated the nostalgia with which some of my colleagues still refer to the veterans. The college board scores tell us the students are brighter than they were ten years ago, and doubtless this is true of many of the men, but the change has been gradual and difficult to perceive in the classroom. On the whole, students perform about the way they did ten years ago. They're a bit more conscientious and a bit more reticent to express opinions, but their silence has been overstated. There are still the talkers and the sitters. There are still those who speak only occasionally, but effectively. There is still the student one can turn to for clarification of a point or a needed fact.

Students may be more sophisticated than they were a decade ago. They certainly have traveled more, many of them touring Europe before their freshman year. They are able to find more lucrative and fascinating summer jobs than they could ten years ago. They seem more conversant with the arts—the theatre, music, museums—than they used to be. They know a great deal about themselves, including their own college board scores. They know a great deal about college before they arrive though the shock of the first few months is still often a great one. They can talk about Freud, Sartre, and Becket. But many of them are still astonishingly naive. Many of them are afraid of their roommates, their teachers, and themselves. (There seems to be general agreement that more students today need professional counseling than ever before.) The exterior, sophisticated veneer often veils the scared freshman merely from the most superficial glance. No, students today are both better and worse than they were ten years ago. But they're by no means alike. They're students and they're human beings.

"THERE IS NO SUCH THING AS A TYPICAL STUDENT"

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demic load, students realize that they must limit their extracurricular activities. In response to the varied interests of students, activities range from ping-pong to the Flying Club, to the Mountain Club, to the Enquirers Club. Each student participates in at least one organization. These extra-curricular activities provide new opportunities for the development of student leadership, interests, and group participation.

THE social life of today's student is quite active. Since the town provides little entertainment, the College and fraternities share the responsibility of providing a social outlet. A new addition by the College this year has been a series of foreign films shown on Saturday nights. The establishment of a Board of Governors of Redfield Proctor Hall—new Student Center—allows more centralized student planning of all-campus activities such as dances etc.

The personality of the student body as a whole varies. Middlebury students today have the ability of taking things in their stride. They are capable of being good athletes, leaders in college affairs, and still maintain proper academic standings. Friendliness is another basic student ingredient.

A senior looking back in 1961 to his four years at Middlebury realizes that these years have been productive years, academically and socially. He has had the opportunity to test his own ideas and form his own opinions. He has made mistakes, surely, but the experience of living and working together with other students will be invaluable to his active role as a citizen. He has met the responsibility as a student in an academic institution; from the basis Middlebury has given him, he will be able to face the challenge of our present day society. His memories of Middlebury will not be forgotten.

THE MIDDLEBURY STUDENT CANNOT BE STEREOTYPED

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disapproval of the disrespectful behavior observed during the chapel services. Students are outraged—but who of the outraged will approach another student to say that his behavior was unfit and immature? No one. We fail to accept our responsibility and try to cast the blame upon the administration or upon the system of compulsory chapel.

MIDDLEBURY students are complacent because they fail to realize that the objectionable behavior of the group is no more than the collective behavior of the individuals. It is the attitude of each individual which makes the college what it is. Self analysis should precede any plans for improvement.

Thus far, my description of the Middlebury student has been somewhat negative. He is inclined to be apathetic and to underestimate his influence as a person. But these traits are not symptoms of a chronic disease. Rather, they are the surface manifestations of the complex process of growth—from adolescence into maturity.

Growth is the key word in the understanding of the Middlebury, or any other college student, and its positive characteristics far outweigh its negative ones. For four years we live in an atmosphere designed to stimulate growth and we cannot help but emerge from Middlebury somewhat changed. The degree of change is dependent upon the interests and effort of the individual. In other words, the growth will be productive insofar as the student takes advantage of the opportunities available to him.

Far from being ineffectual, the experience at Middlebury College is a remunerative one. The Middlebury student learns to think and act efficiently, to discriminate, and to live in social compatability.

COLLEGES are becoming increasingly selective and Middlebury is no exception. It is the rule, rather than the exception to associate with men and women who have distinguished themselves (both academically and extra-curricularly) in their previous schools. Competition is bristling in every field of endeavor. The Middlebury student recognizes early in his college career that there is a great deal to learn. He realizes that his particular aptitudes are not unparalleled and that he will not succeed by resting upon the laurels of his past accomplishments. Middlebury presents a challenge to the serious student.

In order to meet this challenge the student gradually accustoms himself to an economical pattern of thinking. He learns to eliminate irrelevancies and to penetrate beneath the surface to the roots of the matter. The keenness of the competition can be a source of frustration—but it is nevertheless beneficial. The Middlebury student is adequately prepared to meet the challenge which will inevitably come in his chosen occupation.

The Middlebury student learns to discriminate—in his selection of books and courses and in his choice of friends. He develops a critical judgment. He learns—sometimes by trial and error—which field is the best suited to his particular abilities. And in the same manner, he learns which of his contemporaries will complement and which will conflict with his personality. Through learning to discriminate, he comes to know himself.

Middlebury College provides ample opportunity for the exercise of discrimination. Academically, there are many courses of study from which to choose; socially, there are as many possibilities. For example, a girl may join a sorority or she may decide to remain independent. In either case, there is no stigma attached to her decision. It is important only that she reach an honest decision.

THE Middlebury student is the product of group living. Both the positive and negative aspects of group living are emphasized to a greater extent at Middlebury than at a school having a larger campus and enrollment. It is true that it is difficult to "escape" or to have very much privacy. Middlebury is like a small town in which everyone knows what the others are doing. This assuredly can become a source of annoyance.

On the other hand, by being forced to live in a group, the student gains a valuable experience. He learns to accept the eccentricities of others and to curb his own. He achieves a greater understanding of people.

What is the Middlebury student like? I must return to my early statement and conclude that it is impossible to answer this question in a broad generalization. We are all subjected to similar experiences, but the effect of these experiences will depend upon the personality of the individual. In order to answer the question adequately, it would be necessary to know each student intimately. For the surface manifestations of the group are not necessarily in accord with the character of the individual.

The student is taught and molded by his college, but the college is also a reflection of the students enrolled in it.

MIDDLEBURY'S LONG-TIME FACULTY

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the Village of Middlebury, 1939–51; President of the Vermont State League of Savings and Loan Associations, 1949–50. He is: a member of the Governor's Advisory Council for Teacher Education in the State of Vermont; Vermont State Representative of the National Council of Teachers of Mathematics; Co-author of *Elementary Mathematical Analysis* with the late Professor Lewellyn R. Perkins; and co-author of *Mathematics of Finance* text by the Committee on Mathematics of Finance.

1961 Commencement Program

Friday, June 9	2:00–10:00 p.m.	Registration, Alumni Center
	6:30 p.m.	Buffet Supper, Bread Loaf Inn
	8:30 p.m.	Informal Lecture—"Students View of Africa Today" by Bradshaw Mintener, '61, Little Theatre, Bread Loaf
Saturday, June 10	8:30 a.m.–12:30 p.m.	Registration, Alumni Center
	9:00 a.m.–11:30 a.m.	Alumni Coffee Hour, Alumni Center
	9:30 a.m.	Class Day Ceremonies, Lower Campus
	10:30 a.m.	Alumnae Association Meeting, Munroe Hall
	10:30 a.m.	Alumni Association Meeting, Stewart Hall
	12:30 p.m.	Commencement Luncheon, Memorial Field House
	2:15 p.m.	Panel Discussion—"*Are We Winning the World?*" Wright Memorial Theatre
	4:00 p.m.	Informal Reception at the President's House
	6:00 p.m.	Class Reunion Dinners
	8:30 p.m.	Commencement Play *Time of Your Life* By William Saroyan, Wright Memorial Theatre
Sunday, June 11	10:45 a.m.	Baccalaureate Service, Mead Chapel
	12:30 p.m.	Phi Beta Kappa Dinner, Middlebury Inn
	7:00 p.m.	Cane Ceremony, Forest Hall Arcade
	8:30 p.m.	Commencement Play *Time of Your Life* by William Saroyan, Wright Memorial Theatre
Monday, June 12	10:15 a.m.	Commencement Procession, Memorial Field House
	10:30 a.m.	Commencement Exercises, Memorial Field House

With final examinations scheduled to start on May 29th, Gail W. Munson, '62, takes advantage of the new facilities of the Egbert Starr Library to study.

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